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ABSTRACT

A survey was conducted to gauge the communicative needs of students outside the field of speech communication. Respondents were 120 chairpeople from academic programs in the sciences, social sciences, and humanities. These chairpersons perceived a great need for training in communication skills, but did not perceive speech communication courses as effectively developing the necessary communication skills. The respondents indicated that speech communication courses appeared to concentrate on the development of other than primary skills. They also suggested placing more emphasis on the general and consistent application of communication skills. Skills that respondents thought should be both developed and applied were the abilities to distinguish facts from opinions, to distinguish informative from persuasive messages, and to express and defend one's own point of view. Skills listed as important to both academic and career success were organizing messages for understanding, answering questions effectively, giving concise and accurate directions, summarizing messages, and describing another's point of view. (RL)

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ASSESSING NEEDS AND SERVING MARKETS: Report of a Survey

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INTRODUCTION

Certainly there are many ways to plan curriculum. One way is to design curricula to serve perceived student needs. One way to gauge perceived student needs is to poll the persons who chair the academic departments and programs in which certain sets of students major or study. The purpose of this study was to survey department and program heads at academic institutions throughout the country to gauge the communicative needs of students outside the field of speech communication, as perceived by the heads of their academic programs.

At least one previous survey of department heads has been conducted which asked respondents to gauge the communicative competency of, and the importance of communicative competency to, their students. One conclusion of that study stated:

Though a high percentage (88%) of department heads surveyed said that their students did not come to college with oral communication competency well developed, and although there was agreement that oral communication competency is important both during college and in careers after graduation, 62.9% of these chairpersons did not recommend speech communication courses to their students. Respondents did not appear to hold strongly negative views of speech communication as a discipline, department, or program.

¹Russel M. Myers and Lynda J. Phillips-Madson, "Speech Communication as Seen by Chairpersons in Other Disciplines: A Preliminary Report on a Survey," Paper presented to the Speech Communication Association Convention, Minneapolis, November 1978, p. 9.

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These results suggested that more specific and mutually recognized definition of the phrase "communicative competency", as well as clearer understanding of the role of speech communication courses in developing such competency, might lead to curricular revisions and/or the development of marketing strategies. These revisions would stimulate academicians in other fields to encourage their students to take speech communication courses.

As a generic label "communicative skill" may mean different things to different people. We, therefore, wanted to determine which specific skills, or communicative functions, would be perceived as important, or unimportant, for students as perceived by their department heads. Definitions of "communicative skill" or "communicative function" as used in this paper are taken from "SCA Guidelines for Minimal Competencies in Speaking and Listening for High School Graduates."²

Finally, we wanted to determine the extent to which department chairpeople from various disciplines perceived courses to be available to their students which taught or developed communicative functions or skills, and the extent to which these chairpersons would recommend or require that their students utilize such courses, if the courses were available. This information was intended to provide guidelines for the development of curricula in communication skills training as well as an indication of the marketability of speech communication courses designed to teach or develop specific skills.

²Speech Communication Association, SCA Guidelines for Minimal Competencies in Speaking and Listening for High School Graduates (Falls Church, Virginia, 1978), n. pag.

METHODOLOGY

Questionnaire Design

Definitions for the specific communicative functions or skills named in the questionnaire were taken from the SCA Guidelines for Minimal Competencies (see reference note 1). This document delineates nineteen specific communicative skills or functions in the broad categories of: (1) Communication Codes, (2) Oral Message Evaluation, (3) Basic Speech Communication Skills, and (4) Human Relations.

The nineteen specific skills were repeated in each section of the questionnaire, and respondents were asked to answer several questions with regard to each skill as it related to their students. In the first section of the questionnaire, respondents were asked to indicate the extent to which each skill was highly developed and/or consistently applied by their students. In the second section, respondents were asked to indicate the extent to which each skill was important for the academic as well as the career success of students in their discipline. The third section of the questionnaire asked respondents to indicate whether or not courses were available to their students which teach or develop each of the nineteen skills. For each skill which respondents indicated was not taught or developed by available courses, the respondents were asked to indicate the percentage of their students who, they felt, should be required or advised to take such courses, if the courses were made available. For each of the nineteen skills which were taught or developed by available courses, respondents were asked to identify the courses and to indicate the percentage of their students required or

advised to take such courses. Respondents were asked to indicate whether or not they were aware of a speech communication program on their campus. If they were aware of a program, respondents were asked to indicate whether or not their students were required or advised to take speech communication courses. When respondents answered that their students were advised or required to take speech communication courses, they were asked to estimate what percentage of their students took such courses. Finally, respondents, who said that their students did take speech communication courses, were asked to indicate for each course they mentioned which specific skill or communicative function they perceived to be taught or developed in those courses.

Sample

Respondents were chairpeople from fifteen academic departments or programs which were expected to exist on all or most college or university campuses. Five of these academic areas were in the sciences (math, physics, chemistry, biology, and earth sciences), five were in the social sciences (history, economics, sociology, psychology, and political science), and five were in the humanities (English, foreign language, art, philosophy, and music). Campuses were selected randomly from those campuses listed in the 1975 SCA Directory as having speech communication programs. An initial sample of 350 institutions was drawn by picking a random starting point using a table of random numbers and selecting every third school. Individual department or program heads were then selected by sequential rotation through the list of disciplines.

An initial mailing of 350 questionnaires was sent out in July. By September, only 64 usable responses had been received. It was, therefore, decided to mail out a second wave of questionnaires. The sample for the second wave was selected by randomly eliminating fifty of the remaining

unpolled institutions from those listed in the 1975 SCA Directory.

Procedures similar to those used in selecting the first-wave sample were utilized. The remaining 350 unpollled institutions were sent second-wave questionnaires, with individual departments being selected by sequential rotation, as in the first wave.

Second-Wave Questionnaire

In an attempt to increase the interest value of the questionnaire for respondents, and therefore, to increase response rate, the second-wave questionnaire was modified slightly. It was printed on colored paper, the size was reduced from 8½" X 14" to 8½" X 11" to decrease its apparent length, and commemorative stamps, rather than regular issue stamps, were utilized to make its appearance more distinctive in a pile of incoming mail.

Second-wave questionnaires were also pre-coded as to the discipline of the subjects to whom they were mailed. This second wave of questionnaires was mailed early in the fall. Although some late questionnaires may still arrive, the number of second-wave responses (56) was comparable to the responses (64) from the first-wave mailing when we began analysis of the data.

RESULTS

Comparison of Wave 1 and Wave 2 Data

The first statistical analyses run on the data were to determine whether or not the differences between the first and second wave questionnaires, as well as the time lag between waves, had resulted in systematic differences between patterns of responses in the first and second waves. One hundred eighty four chi square tests were computed, comparing patterns of responses to each questionnaire item in the first and second-wave data. By definition, it was to be expected that nine of these tests would be significant at a .05 alpha level by chance alone, even if no systematic differences between the data from the two waves was obtained. In fact, only three of the chi squares were significant at a .05 level, and these three were for individual items which bore no apparent relation to each other. It was therefore concluded that there was no apparent reason to treat data from the two waves as being systematically different, and the data from the two waves were aggregated for subsequent analyses.

Comparison of Responses by Type of Discipline of Respondent

A second set of one hundred eighty four chi square tests were computed to check for differences in response patterns in the data provided by respondents from the sciences, the social sciences, and the humanities. As with the previous analysis, it was expected that approximately nine of these tests would be significant at the .05 alpha level, even if no systematic differences in patterns of responses obtained. Only four of these tests were, in fact, significant at the .05 level.

The particular items for which significantly different patterns of responses of scientists, social scientists, and humanists were observed fit neatly into a logical and somewhat stereotypical understanding of the differences between these fields. Scientists were more likely to report that their students' abilities to perform social rituals were poorly developed and/or seldom applied, social scientists were more likely to indicate that their students applied their abilities to perform social rituals inconsistently, and humanists were more likely to report highly developed and consistently applied skills in this area among their students ($\chi^2=9.76$; d.f.=4; $P\leq 0.05$). Social scientists and, to a lesser extent, humanists, were more likely than scientists to indicate that an ability to describe differences of opinion was important to the academic success of their students ($\chi^2=17.50$; d.f.=4; $P\leq 0.002$). Scientists were also less likely than either social scientists or humanists to indicate that the ability to describe differences in opinions would be very important to the career success of their students ($\chi^2=9.52$; d.f.=4; $P\leq 0.05$). Finally, scientists were significantly less likely than either social scientists or humanists to report that three quarters or more of their students actually do take available courses which teach or develop the ability "to use words, pronunciation, and grammar appropriate to the situation" ($\chi^2=16.34$; d.f.=8; $P\leq 0.038$). Except for the four exceptions listed above, no significant differences were found in the patterns of responses of scientists, social scientists, and humanists. Data from these four groups were therefore aggregated for subsequent analyses.

Levels of Competence and Consistency of Application

The first section of the questionnaire asked respondents to estimate the levels of development and consistency of application of each of the nineteen skills or functions among their students (see Table 1). The modal

TABLE 1 ABOUT HERE

response for each skill indicated that respondents perceived their students to apply their skills inconsistently, rather than that their students did not have the skill developed. The skills which were most frequently identified as being poorly developed and/or seldom applied were the abilities to distinguish facts from opinions, to distinguish between informative and persuasive messages, and to express and defend with evidence one's own point of view. At least 35% of respondents rated their students' abilities and application as poor in each of these areas. The abilities least frequently identified as being well developed and consistently applied, on the other hand, were the abilities to answer questions effectively, to give concise and accurate directions, to describe another's viewpoint, and to organize (order) messages so that others can understand them.

Importance of Skills to Academic and Career Success

In the second section of the questionnaire, respondents were asked to indicate the extent to which each communicative function or skill would be important to academic and career success for students in their departments and programs (see Table 2). The modal response to these

TABLE 2 ABOUT HERE

questions was "very important" for 16 of the 19 listed skills or functions for both academic and career success. The three exceptions were the

abilities to use non-verbal signs appropriate to situation, to express feelings to others, and to perform social rituals. Even for these three, however, the modal response was that these skills were "occasionally important" rather than "unimportant," and for each of these skills, more respondents indicated that they were "very important" rather than "unimportant". The particular skills listed as "very important" to both academic and career success by the highest percentages of respondents were the abilities to listen effectively to spoken English, to identify main ideas of messages, and to express ideas clearly and concisely.

Needs For and Availability of Communicative Skill Training

In the third section of the questionnaire, when respondents indicated that courses which teach or develop communicative skills were not available, they were asked to indicate what percentage of their students should be advised to take such courses if the courses were made available (see Table 3). The largest number of responses to these questions related

TABLE 3 ABOUT HERE

to the abilities to listen effectively to spoken English, to ask questions to obtain information, to answer questions effectively, to give concise and accurate directions, to summarize messages, to describe another's viewpoint, to describe differences in opinion, to use non-verbal signs, to express feelings, and to perform social rituals. Of this list, the majority of respondents indicated that very few of their students should take courses to develop the last three of these skills. The first seven skills, however, were mentioned by a majority of respondents as being appropriate for 75% of their students.

Respondents who indicated that courses were currently available to their students which taught or helped to develop communication skills were asked to indicate for each skill which courses served that function, as well as the percentage of their students who are required or advised to take those courses. For each skill for which courses were available, at least half of the respondents indicated that 75% or more of their students were required or advised to take those courses, with the exception of courses which helped to develop the abilities to: use non-verbal signs appropriate to the situation, to express feelings to others, and to perform social rituals (see Table 4).

TABLE 4 ABOUT HERE

The skills which the smallest numbers of respondents indicated that courses were available to help develop were: the abilities to ask questions to obtain information, to answer questions effectively, to give concise and accurate directions, to summarize messages, to describe another's viewpoint, to describe differences in opinion, to express opinions to others, and to perform social rituals. When respondents listed speech communication courses as helping to develop particular skills, the skills which were most often associated with speech communication courses were: listening effectively to spoken English, using one's voice effectively, using non-verbal signs, distinguishing between informative and persuasive messages, recognizing when another does not understand one's message, and giving concise and accurate directions. Skills which were more often seen as being taught or developed in non-speech communication courses were: using words, pronunciation, and grammar appropriately, identifying the main ideas in messages, distinguishing facts from opinions,

expressing ideas clearly and concisely, organizing (ordering) messages so that others can understand them, describing another's viewpoint, describing differences in opinions.

Awareness and Utilization of Speech Communication Courses

One hundred nine respondents answered the question of whether or not speech communication courses were available to their students. In spite of the fact that questionnaires had only been mailed to chairpersons on campuses which had had speech communication courses as long ago as four years, only ninety (or 83%) of these respondents indicated awareness of these programs.

Of the ninety respondents who indicated an awareness of speech communication programs at their institutions, fifty-nine (or 66%) indicated that at least some of their students were required or advised to take speech communication courses. When these respondents were asked to estimate the percentage of their students who actually do take speech communication courses, the mean response was 68.97%.

The greatest number of respondents (45) whose students are recommended or advised to take speech communication courses mentioned Introduction to Speech Communication as a course which their students take. The next most frequently mentioned courses were Business and Professional Speaking, which was mentioned by 16 respondents, and Interpersonal Communication, which was mentioned by 14 respondents (see Table 5).

TABLE 5 ABOUT HERE

When these respondents were asked to indicate which specific communicative functions or skills the identified speech communication courses taught or

helped to develop, the most frequently mentioned skills were: listening effectively to spoken English, using appropriate words, pronunciation, and grammar, using one's voice effectively, expressing ideas clearly and concisely, and organizing (ordering) messages so that others understand them. Among the least frequently mentioned skills which are perceived to be taught or developed by speech communication courses are: asking questions to obtain information, answering questions effectively, giving concise and accurate directions, summarizing messages, describing another's viewpoint and describing differences in opinion.

DISCUSSION

Data from this survey will hopefully provide useful guidelines for speech communication faculty seeking to develop courses which will stress the teaching or development of needed communicative skills for their students, as well as "selling" well to administrators, faculty, and curriculum committees from other disciplines. Several conclusions which can guide the development of such courses may be drawn from these data.

Modal responses to all questions with regard to the levels of development of students' communicative skills indicated that students have these skills but apply them inconsistently. These data would suggest that more emphasis might be placed, in speech communication courses, on making students aware of the need for general and consistent application of communication skills and less emphasis on the development of these skills. Skills which might be exceptions to this conclusion, each of which at least 35% of respondents felt were poorly developed and/or seldom applied by their students, were the abilities to distinguish facts from opinions, to distinguish between informative and persuasive messages, and to express and defend with evidence one's own point of view. Respondents were also least likely to indicate that their students had highly developed and consistently used abilities to organize (order) messages so that others can understand them, to answer questions effectively, to give concise and accurate directions, to summarize messages, and to describe another's point of view. Each of these skills, however, was listed by great majorities of respondents as being important to both the

academic and career success of their students. In addition, these skills, along with listening skills, were mentioned most frequently as being not taught or developed by available courses, but as being needed by at least 75% of respondents' students. These data then would indicate that speech communication courses (e.g. Interviewing, Listening) designed and advertised to teach these skills would meet real student needs, as well as populate heavily.

Many speech communication courses, of course, already teach or help to develop these skills. These data indicate, however, that speech communication courses are not perceived by chairpersons from other disciplines or programs as doing so. Rather, chairpersons from other disciplines, even those who send an average of two thirds or more of their students to speech communication courses, perceive speech communication courses to concentrate on the development of other than primary skills. Skills perceived by our respondents as currently taught by speech communication courses were identified as less important to the academic and/or career success of their students. A possible reason for this misperception (where and when it is a misperception) may be lack of awareness on the part of chairpeople from other disciplines as to the nature of speech communication as a discipline. In this sample 17% of respondents were unaware of the existence of a speech communication program on their campus, in spite of the fact that the sample was drawn from a population of campuses which already had speech communication courses four years ago.

In conclusion, then, these data show clearly that a strongly perceived need for training in communication skills exists among chairpersons of departments in other disciplines. Speech communication courses, however, where they are utilized are not seen as meeting the most pressing specific communicative skill training needs of respondents' students.

For our colleagues in other fields, course revision and/or clarification of the nature of speech communication courses may be advisable, given that speech communication courses actually fulfill those specific needs and are advertised to do so. Mutual satisfaction with our collegial relationships and better educational service to students should result.

TABLE 1

Respondents' estimates of the levels of development and frequency with which their students are typically able to apply each skill. (Total N=120)

COMMUNICATIVE FUNCTION OR SKILL	LEVEL OF DEVELOPMENT AND CONSISTENCY OF A TYPICAL STUDENT IN APPLICATION OF FUNCTION OR SKILL						Total Responses (N=120) Total N 100%
	Skill Highly Developed and Consistently Applied		Skill Inconsistently Applied		Skill Inadequately Developed And/or Seldom Applied		
	N	(%)	N	(%)	N	(%)	
1. To listen effectively to spoken English	24	(21)	84	(72)	9	(8)	117
2. To use words, pronunciation, and grammar appropriate to the situation	14	(12)	79	(66)	26	(22)	119
3. To use nonverbal signs appropriate to the situation	20	(19)	62	(59)	23	(22)	105
4. To use his/her voice effectively	16	(14)	83	(70)	19	(16)	118
5. To identify main ideas in messages	25	(21)	61	(52)	31	(26)	117
6. To distinguish facts from opinions	17	(15)	53	(46)	45	(39)	115
7. To distinguish between informative and persuasive messages	18	(16)	49	(43)	46	(41)	113
8. To recognize when another does not understand his/her message	23	(21)	66	(59)	23	(21)	112
9. To express ideas clearly and concisely	18	(15)	62	(52)	39	(33)	119
10. To express and defend with evidence his/her point of view	14	(12)	54	(47)	47	(41)	115
11. To organize (order) messages so that others can understand them	13	(11)	77	(67)	25	(22)	115
12. To ask questions to obtain information	28	(24)	78	(66)	13	(11)	119
13. To answer questions effectively	12	(10)	81	(70)	23	(20)	116
14. To give concise and accurate directions	12	(10)	79	(68)	25	(22)	116
15. To summarize messages	15	(13)	69	(60)	31	(27)	115
16. To describe another's viewpoint	12	(10)	66	(57)	37	(32)	115
17. To describe differences in opinion	16	(14)	64	(55)	36	(31)	116
18. To express feelings to others	26	(23)	65	(58)	22	(19)	113
19. To perform social rituals	28	(27)	56	(55)	18	(18)	102

TABLE 2

Respondents' assessments of the level of importance of each skill to the academic success and to the career success of students in their disciplines.
(Total N=120)

COMMUNICATIVE FUNCTION OR SKILL	ASSESSMENT OF THE IMPORTANCE OF COMMUNICATIVE SKILL DEVELOPMENT/APPLICATION TO SUCCESS IN ACADEMIC AND CAREER PERFORMANCE							
	VERY IMPORTANT		OCCASIONALLY IMPORTANT		UNIMPORTANT		A T N	C T N
	Academic Success	Career Success	Academic Success	Career Success	Academic Success	Career Success		
1. To listen effectively to spoken English	104 (91)	100 (89)	7 (6)	11 (10)	3 (3)	1 (1)	114	112
2. To use words, pronunciation, and grammar appropriate to the situation	97 (84)	91 (83)	17 (15)	18 (16)	1 (1)	1 (1)	115	110
3. To use nonverbal signs appropriate to the situation	24 (23)	37 (34)	60 (58)	60 (55)	20 (19)	13 (12)	104	110
4. To use his/her voice effectively	52 (46)	73 (66)	48 (42)	29 (26)	13 (12)	9 (8)	113	111
5. To identify main ideas in messages	103 (90)	98 (86)	8 (7)	12 (11)	4 (3)	4 (4)	115	114
6. To distinguish facts from opinions	96 (86)	92 (83)	12 (11)	17 (15)	3 (3)	2 (2)	111	111
7. To distinguish between informative and persuasive messages	80 (71)	76 (67)	25 (22)	31 (27)	7 (6)	6 (5)	112	113
8. To recognize when another does not understand his/her message	76 (67)	99 (85)	30 (27)	15 (13)	6 (5)	2 (2)	112	116
9. To express ideas clearly and concisely	106 (92)	103 (90)	5 (4)	9 (8)	4 (3)	3 (3)	115	115
10. To express and defend with evidence his/her point of view	95 (83)	86 (75)	15 (13)	22 (19)	5 (4)	6 (5)	115	114
11. To organize (order) messages so that others can understand them	94 (82)	96 (83)	18 (16)	16 (14)	3 (3)	3 (3)	115	115
12. To ask questions to obtain information	99 (86)	97 (86)	14 (12)	12 (11)	2 (2)	4 (4)	115	113
13. To answer questions effectively	99 (87)	93 (81)	12 (11)	17 (15)	3 (3)	5 (4)	114	115
14. To give concise and accurate directions	63 (56)	83 (72)	39 (35)	28 (24)	11 (10)	4 (3)	113	115
15. To summarize messages	61 (54)	65 (57)	41 (36)	39 (34)	11 (10)	10 (9)	113	114
16. To describe another's viewpoint	59 (52)	53 (46)	39 (34)	46 (40)	16 (14)	16 (14)	114	115
17. To describe differences in opinion	66 (58)	56 (50)	35 (31)	43 (38)	13 (11)	13 (12)	114	112
18. To express feelings to others	37 (33)	47 (42)	50 (45)	48 (43)	24 (22)	17 (15)	111	112
19. To perform social rituals	20 (19)	37 (37)	62 (60)	46 (46)	22 (21)	18 (18)	104	101

TABLE 3

Responses to the question of what percentage of respondents' students should be recommended or required to take courses to develop each skill, if they were available, by respondents who indicated that courses which develop or teach that skill were not currently available to their students.

COMMUNICATIVE FUNCTION OR SKILL	% STUDENTS WHO SHOULD BE REQUIRED OR ADVISED TO TAKE COURSE(S) IF THEY WERE AVAILABLE						Total Responses
	100% N (%)	75-100% N (%)	50-75% N (%)	25-50% N (%)	0-25% N (%)	None N (%)	
1. To listen effectively to spoken English	10(33)	9(30)	3(10)	1 (3)	3(10)	4(13)	30
2. To use words, pronunciation, and grammar appropriate to the situation	5(42)	3(25)	2(17)	0 (0)	2(17)	0 (0)	12
3. To use nonverbal signs appropriate to the situation	4(15)	1 (4)	1(15)	3(11)	6(22)	9(33)	27
4. To use his/her voice effectively	5(31)	2(13)	4(25)	2(13)	2(13)	1 (6)	16
5. To identify main ideas in messages	7(29)	7(29)	3(13)	3(13)	3(13)	1 (4)	24
6. To distinguish facts from opinions	10(42)	5(21)	3(13)	1 (4)	2 (8)	3(13)	24
7. To distinguish between informative and persuasive messages	8(44)	4(22)	2(11)	2(11)	1 (6)	1 (6)	18
8. To recognize when another does not understand his/her message	5(23)	6(27)	2 (9)	2 (9)	5(23)	2 (9)	22
9. To express ideas clearly and concisely	8(40)	7(35)	0 (0)	1 (5)	2(10)	2(10)	20
10. To express and defend with evidence his/her point of view	8(44)	6(33)	1 (6)	0 (0)	1 (6)	2(11)	18
11. To organize (order) messages so that others can understand them	7(33)	4(19)	4(19)	2(10)	2(10)	2(10)	21
12. To ask questions to obtain information	13(35)	7(19)	6(16)	3 (8)	4(11)	4(11)	37
13. To answer questions effectively	11(31)	9(25)	6(17)	4(11)	3 (8)	3 (8)	36
14. To give concise and accurate directions	9(22)	7(18)	9(22)	2 (5)	8(20)	5(13)	40
15. To summarize messages	6(18)	9(26)	4(12)	5(15)	6(18)	4(12)	34
16. To describe another's viewpoint	7(18)	8(21)	8(21)	3 (8)	7(18)	5(13)	38
17. To describe differences in opinion	10(27)	3 (8)	11(30)	1 (3)	7(19)	5(14)	37
18. To express feelings to others	9(26)	6(17)	4(11)	3 (9)	5(14)	8(23)	35
19. To perform social rituals	7(20)	3 (9)	2 (6)	4(11)	8(23)	11(31)	35

TABLE 4

Numbers of responses indicating that particular courses are seen as teaching or developing each skill and as being available to respondents' students, with respondents' estimates of the percentage of their students who currently are recommended or required to take these available courses.

Courses mentioned by respondents as being available and as teaching or developing each skill.	Intro Sp-Comm.	Bus. & Prof. Spk.	Oral Interp-Communication	Argumentation and Debate Small Group Communication	Persuasion	Interpersonal Communication	Other Sp-Comm.	English	Philosophy	Logic	Psychology	Acting	Other non-Sp Comm courses	Tot. mentions of available courses	% of students who are required or advised to take available courses which are perceived to teach or develop each skill.						
															100% N (%)	75-100% N (%)	50-75% N (%)	25-50% N (%)	0-25% N (%)	None N (%)	Total N
1. To listen effectively to spoken English	16 (30)	4 (7)	2 (4)			4 (7)	8 (15)	13 (24)	1 (2)				6 (11)	54	26(55)	6(13)	5(11)	3(6)	5(13)	1(2)	47
2. To use words, pronunciation, and grammar appropriate to the situation	13 (17)	1 (1)			1 (1)	4 (5)	6 (8)	43 (57)	1 (1)				7 (9)	76	43(60)	12(17)	6(8)	4(6)	6(8)	1(1)	72
3. To use nonverbal signs appropriate to the situation	13 (27)	6 (12)	1 (2)	14 (29)		6 (12)	8 (17)	4 (8)				2 (4)	7 (15)	48	15(34)	4(9)	7(16)	7(16)	8(18)	3(7)	44
4. To use his/her voice effectively	28 (41)	13 (19)	1 (1)			3 (4)	15 (22)	3 (4)				1 (1)	26 (38)	69	27(42)	7(11)	7(11)	11(17)	3(20)	0(0)	65
5. To identify main ideas in messages	8 (14)	4 (7)	1 (2)		4 (7)	1 (2)	4 (7)	24 (43)	1 (2)	1 (2)			8 (14)	56	31(60)	10(19)	4(8)	2(4)	5(10)	0(0)	52
6. To distinguish facts from opinions	10 (17)	2 (3)			7 (12)	4 (7)	2 (3)	2 (3)	16 (28)	3 (5)	3 (5)		9 (15)	58	24(44)	10(19)	7(13)	5(9)	7(13)	1(2)	54
7. To distinguish between informative and persuasive messages	15 (25)	5 (8)	1 (2)		4 (7)	4 (7)	4 (7)	13 (22)		4 (7)			9 (15)	59	25(44)	11(19)	8(14)	2(4)	8(14)	3(5)	57
8. To recognize when another does not understand his/her message	14 (29)	4 (8)		1 (2)	2 (4)	1 (2)	4 (8)	5 (10)	5 (10)		2 (4)		10 (21)	48	16(37)	5(12)	6(14)	5(12)	8(19)	3(7)	43
9. To express ideas clearly and concisely	16 (24)	6 (9)			2 (3)		6 (9)	26 (39)	2 (3)				9 (13)	67	38(64)	7(12)	6(10)	2(3)	3(5)	3(5)	59
10. To express and defend with evidence his/her point of view	12 (21)	3 (5)			8 (14)	3 (5)	3 (5)	11 (20)	2 (4)	2 (4)			12 (21)	56	26(48)	9(17)	7(13)	5(9)	5(9)	2(4)	54
11. To organize (order) messages so that others can understand them	11 (19)	5 (9)			3 (5)	2 (3)	9 (15)	15 (26)	2 (3)	1 (2)			10 (17)	58	24(45)	9(17)	8(15)	2(4)	5(9)	5(9)	53
12. To ask questions to obtain information	7 (10)	3 (5)	1 (3)	1 (3)	1 (3)	1 (3)	3 (6)	8 (20)	2 (5)				12 (31)	39	17(49)	7(20)	2(6)	2(6)	4(11)	3(9)	35
13. To answer questions effectively	7 (19)	2 (5)	1 (3)	1 (3)	1 (3)	1 (3)	4 (11)	5 (13)	1 (3)	2 (5)			11 (30)	37	17(49)	7(20)	3(9)	4(11)	3(9)	1(3)	35
14. To give concise and accurate directions	8 (27)	1 (3)	1 (3)	1 (3)		1 (3)	1 (3)	4 (13)	6 (20)				7 (23)	30	12(41)	5(17)	3(10)	3(10)	5(17)	1(3)	29
15. To summarize messages	6 (18)	1 (3)	1 (3)	3 (9)	1 (3)		1 (3)	5 (15)	7 (21)	1 (3)			8 (23)	34	14(45)	5(16)	2(6)	2(6)	6(19)	2(6)	31
16. To describe another's viewpoint	5 (13)		1 (3)	2 (5)	2 (5)	2 (5)	1 (3)	7 (18)	8 (20)	4 (10)			8 (20)	39	17(42)	5(13)	5(13)	6(15)	5(13)	2(5)	40
17. To describe differences in opinion	4 (10)	1 (3)		1 (3)	4 (10)	1 (3)	2 (5)	6 (15)	8 (20)	3 (8)	1 (3)		8 (20)	39	15(41)	5(14)	3(8)	7(19)	5(14)	2(5)	37
18. To express feelings to others	5 (13)	2 (5)	1 (3)	4 (10)	1 (3)		7 (18)	5 (13)	2 (5)	1 (3)	2 (5)		9 (23)	39	11(29)	3(8)	8(21)	5(13)	8(21)	3(8)	38
19. To perform social rituals	3 (21)						2 (14)				1 (7)	1 (7)	7 (50)	14	4(19)	1(5)	4(19)	3(14)	5(24)	4(19)	21

TABLE 5

Numbers of responses indicating that respondents believe a particular skill be taught or developed by particular Speech Communication courses, from respondents who are aware of the Speech Communication courses on their campuses, and do require or recommend that at least some of their students take these courses.

COMMUNICATIVE FUNCTION OR SKILL	Speech Communication courses mentioned as being recommended or required for respondents' students, and as teaching or developing each skill.							
	Intro. to Speech-Comm.	Business and Prof. Speak.	Oral Interpretation	Small Group Communication	Argumentation and Debate	Persuasion	Interpersonal Communication	Other Speech-Comm. course
Total No. of Respondents Recommending or Requiring course	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
	45	16	4	9	6	2	14	28
1. To listen effectively to spoken English	21(49)	4(25)	2(50)	2(22)	1(17)	0(0)	5(36)	12(43)
2. To use words, pronunciation, and grammar appropriate to the situation	20(44)	8(50)	3(75)	2(22)	3(50)	0(0)	5(36)	11(39)
3. To use nonverbal signs appropriate to the situation	12(27)	7(44)	2(50)	5(55)	0(0)	0(0)	10(71)	6(21)
4. To use his/her voice effectively	26(58)	7(44)	3(75)	3(33)	3(50)	0(0)	3(21)	10(36)
5. To identify main ideas in messages	18(40)	5(31)	2(50)	3(33)	3(50)	1(50)	3(21)	14(50)
6. To distinguish facts from opinions	16(35)	5(31)	3(75)	3(33)	4(67)	1(50)	2(14)	8(29)
7. To distinguish between informative and persuasive messages	22(49)	6(37)	2(50)	1(11)	4(67)	1(50)	1(7)	10(36)
8. To recognize when another does not understand his/her message	16(35)	4(25)	1(25)	5(55)	0(0)	0(0)	8(57)	9(32)
9. To express ideas clearly and concisely	26(58)	10(12)	1(25)	3(33)	4(67)	0(0)	3(21)	9(32)
10. To express and defend with evidence his/her point of view	21(47)	9(56)	1(25)	5(55)	6(100)	0(0)	3(21)	8(29)
11. To organize (order) messages so that others can understand them	25(55)	8(50)	1(25)	5(55)	5(83)	0(0)	4(28)	10(36)
12. To ask questions to obtain information	11(24)	4(25)	2(50)	4(44)	1(17)	0(0)	5(36)	10(36)
13. To answer questions effectively	12(27)	3(19)	2(50)	8(89)	2(33)	0(0)	5(36)	8(29)
14. To give concise and accurate directions	15(33)	3(19)	2(50)	1(11)	0(0)	0(0)	1(7)	8(29)
15. To summarize messages	10(22)	3(19)	1(25)	4(44)	2(33)	0(0)	3(21)	6(21)
16. To describe another's viewpoint	9(20)	3(19)	2(50)	5(55)	2(33)	0(0)	8(57)	8(29)
17. To describe differences in opinion	10(22)	2(12)	2(50)	5(55)	2(33)	0(0)	5(36)	6(21)
18. To express feelings to others	7(15)	1(7)	2(50)	7(78)	0(0)	0(0)	6(43)	5(18)
19. To perform social rituals	4(9)	1(7)	1(25)	2(22)	1(17)	0(0)	2(14)	3(11)